A Study to assess the effectiveness of Self-Instructional Module on knowledge regarding selective adolescent behavioural problems & its management among school teachers in selected schools at Kanpur.

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ABSTRACT:

Behaviour can be regarded as any action of an organism that changes its relationship to its environment. Human behavior is believed to be influenced by the endocrine system and the nervous system. Objectives are to assess the knowledge regarding selective adolescent behavioural problems & its management to assess the effectiveness of self-instructional module on knowledge regarding selective adolescent behavioural problems & its management among school teachers and to find out the association between pre-test knowledge score with selected demographic variables. A Pre-experimental research design with 40 samples selected by convenient sampling technique were used, Data collection was done by self-structured questionnaire regarding adolescents' behavioural problem the overall result shows that in pre test 55% of the respondents had inadequate knowledge (45%) of the respondents had moderate knowledge and none of respondents had adequate knowledge and in post test (90%)of the respondents had moderate knowledge ,(10%) of the respondents had adequate knowledge and none of respondents having inadequate knowledge. The mean of pre test knowledge was 10 and standard deviation was 2.766. The post mean score was 17.47 and standard deviation was 2. Conclusion of the study from the finding that Self- Instructional Modules has found to be effective in significance gain in the knowledge among school teachers reading adolescents behavioural problems and its management.

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Key word: *Self Instructional Modules, Adolescents behavioural problems, Schools, School teachers.*

Introduction:

A broader definition of behavior, applicable to plants and other organisms, is similar to the concept of phenotypic plasticity. It describes behavior as a response to an event or environment change during the course of the lifetime of an individual, differing from other physiological or biochemical changes that occur more rapidly, and excluding changes that are result of development [1]

Behavioral problems can result from temporary stressors in the child's life or they might represent more enduring disorders. Behaviors problem are continuous behaviors that hinder social relations, communication and learning of a child and cause harm to them, their families their peers and other adults.[2]

Behavioral problems, in which the symptoms usually first become evident during the infancy, childhood or adolescence. Many mental health disorders begin in adolescence. If they are undiagnosed and untreated, they continue into adulthood, often becoming chronic illness. Genetic or heredity factors have been found responsible for causing learning disabilities and behavioral disorders among the children on the pattern of 'like begets like". Nearly 20 to 25% of hyperactive or impulsive children have been found to have at least 1% of this nature. Emotional imbalance, disorders of memory and thinking, speech and learning, speech and learning have been found to run in families.[3]

Globally the prevalence rate of behavior problems varied from 5% - 51%. In the Indian studies prevalence rate varied from 13 per 1000 to 431 per 1000. Analysis at out patients department revealed behavior problems in the range of 3.36% to 50%. Single parenting and violence have been associated with increased behavioral problems in adolescence. Hence parents and teachers are interested in good beginning for the grown up ones.[4]

According to WHO, Conduct problem (34.90%) were found to be most prevalent followed by peer problem (15.80 %), emotional problem (14.70%), hyperactivity (8.60%), and low social behavior (3, 40%).[5]

Objectives

1. To assess the knowledge regarding selective adolescent behavioural problems & its management among school teachers in selected schools at Kanpur.
2. To assess the effectiveness of self-instructional module on knowledge regarding selective adolescent behavioural problems & its management among school teachers.
3. To find out the association between pre-test knowledge score with selected demographic variables.

HYPOTHESES

H$_1$: There is a significant difference between the mean pre-test and post-tests knowledge score regarding selective adolescent behavioural problem & its management among school teachers in selected schools at Kanpur.

H$_2$: There is a significant association between the pre-test knowledge score with selected demographic variables.

METHODOLOGY

Research Approach: A Quantitative Research Approach was used in this study
Research Design: Pre-Experimental design (One group pre test and post test)
Sample: School teachers
Sample Size: 40 teachers
Sampling Technique: Convenient Sampling technique was used to select the samples.

Description of Tool: The research tools consist of two parts are following.
Section A: Socio-demographic variables.
Section   B: Self-structured knowledge questionnaire

SECTION A: It consist of demographic characteristics such as Age in year, Gender, Marital status, Educational qualification, Teaching experience in number of year, Do you have previous knowledge on adolescent behavioral problem, If yes ,source of knowledge.

SECTION B: Self-structured knowledge questionnaires schedule for collection data regarding knowledge of regarding adolescents' behavioural problems & its management.
The total score for entire item is 30.

SCORING OF KEY

The Self structured questionnaire on the basics of adolescent behavioural problem and its management with 30 questions. Each question has 4 options with one accurate answer. The score for correct response to each items was " one" and incorrect response was " zero" .Thus for 30 questions maximum obtainable score was 30 and minimum score was "0" .The find out the effectiveness of self instructional module on knowledge score respondents were categorized into three group

SCORING KEY

Table no: 1 - Knowledge score on Adolescent behavioural problem and its management

S.N	KNOWLEDGE SCORE RANGE	LEVEL OF KNOWLEDGE
1	0-10	Inadequate knowledge
2	11-20	Moderate knowledge
3	21—30	Adequate knowledge

RESULTS:

The data was analyzed in following sections

Section A: Assessment of knowledge regarding adolescent behavioural problem and its management among school   teachers
Section B: Effectiveness of self instructional modules on knowledge regarding adolescent behavioural problem and its management among school teachers.
Section C: Association of the pre-test level of knowledge regarding adolescent behavioural problem and its management among school teachers with their selected demographic variables.

SECTION A

Table no: 1 - Assessment of knowledge regarding adolescent behavioural problem and its management among school teachers.   **N=30**

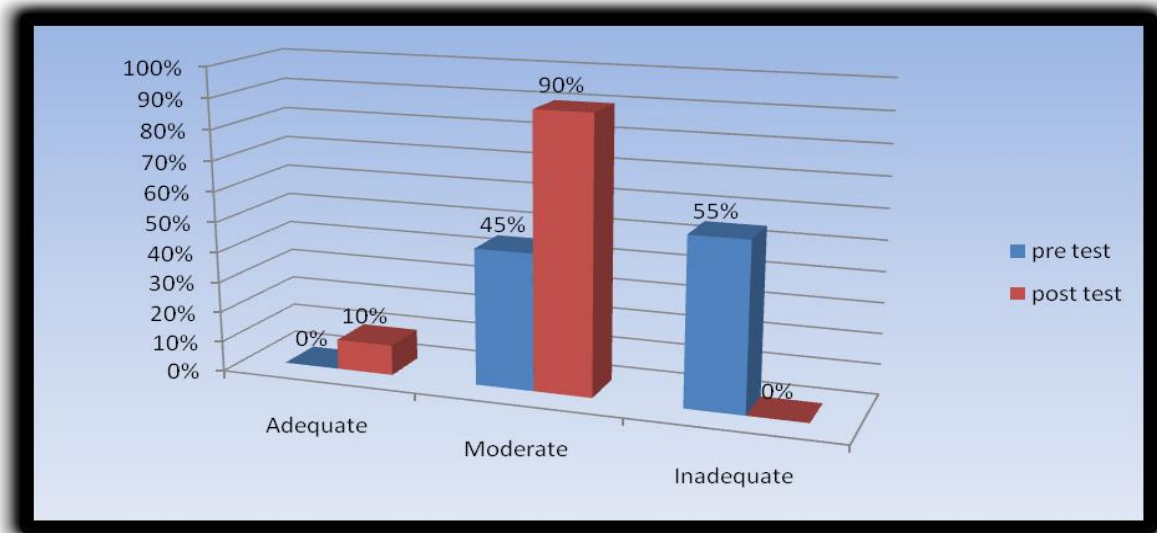| S. N.	Level of knowledge	Pre test Frequency	Pre test Percentage	Post test Frequency	Post test Percentage
1	Adequate	0	0%	4	10%
2	Moderate	18	45%	36	90%
3	Inadequate	22	55%	0	0%

LEVEL OF KNOWLEDGE

Fig no-1: Bar diagram on percentage wise percentage of school teachers according to their level of knowledge score.

(Table no 1-Fig no 1) The above Bar diagram represents percentage wise distribution of level of knowledge of school teachers .It reveals that is pre test22 (55%) of the school teachers had inadequate knowledge 18 (45%) of the school teachers had moderate knowledge and none of school teachers had adequate. In post test 36(90%) of the school teachers had moderate knowledge, 4(10%) of the school teachers had adequate and none of the school teachers has inadequate knowledge. The data shows that in pre test, inadequate knowledge of school teachers is highest where as is post test, moderate knowledge is highest.

Table no. 2: Distribution of knowledge of students according to   pretest & posttest mean, Standard Deviation.

No=40

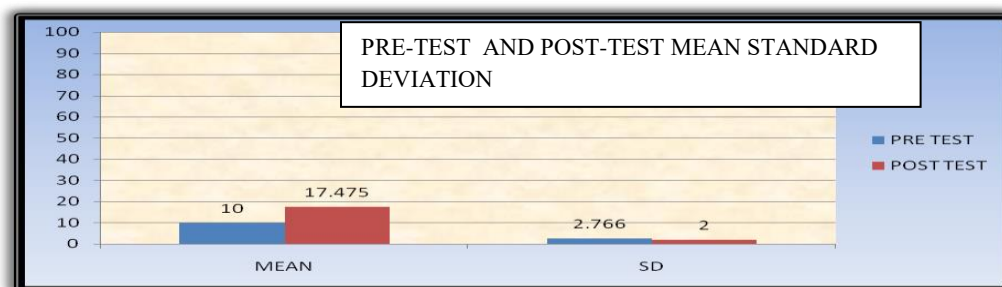| S. N.	Pre Test		Post Test	
	Mean	SD	Mean	SD
1	10	2.766	17.475	2

Fig no. 2: Bar diagram showing percentage distribution of students of pretest & posttest mean, Standard Deviation

(Table no 2-Fig no 2) The above bar diagram indicates that mean value of pre-test and post-test are 10&17.475and SD are 2.766 & 2 respectively. It reveals that the mean post-test knowledge score 17.475were higher than the mean pre-test (10) knowledge score of the School teachers and SD of post-test was (2) which is less than the pre-test (2.766) indicating an improvement in knowledge.

SECTION-B:

Table no. 3: Effectiveness of self instructional modules on knowledge regarding adolescent behavioural problem and its management among school teachers

N=40

S.NO.	AREA	Calculated Value	Df	Table value ' t' value	REMARKS
1	**Effectiveness of SIM**	13.80	39	2.20	**Significant**

The above table indicates that the paired 't' test was calculated to assess the significant difference between pre and post-test knowledge of school teachers. Findings show that calculated' value of 13.84 for df (39) was much greater than the tabulated value of 2.20 at 0.05 level of significance. This shows that the intervention i.e. self instructional modules regarding knowledge of adolescent behavioural problems and its management among school teachers was found to be effective in increasing knowledge. **Hence the research hypothesis H₁ is accepted** i.e. there is a significant difference between pre-test and post-test knowledge scores.

SECTION--C

Association between pre-test score of the school teachers with their selected demographical variables.

The significant association between knowledge of school teachers with their, Age in year is no significant. And association with gender, marital status, educational qualification, teaching experience, previous knowledge at 0.05 level of significant. **Hence the research hypothesis H2 is rejected**

NURSING IMPLICATION:
Any research had its worth when it is implied to be beneficial to the public. The findings of the study have implications in the field of nursing education, nursing practice, nursing administration and nursing research.

Nursing Practice

Nursing practice today is composed of a wide variety of roles and responsibilities necessary to meet the health care needs of the society.

Nursing Education

Nursing education consists of the theoretical and practical training provided to nurses with the purpose to prepare them for their duties as nursing care professionals. The aim of nursing education is a development of the nursing profession .Education is the process facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits.

Nursing Administrator

Nurse Administrator acts as a liaison between health care system & community. Nurse administrator may initiate awareness program on Adolescents behavioural problems at community level and also include in school health program. There should be a provision for nurses to devote time for giving health educational program on the Adolescents behavioural problems and its management among school teachers school and how to management from Adolescents behavioural problems.

Conclusion:

Maximum percentage of the school teachers was in the age groups of more than 45 year (37.5%).Equal majority of the school teachers were male ,female (50%).Majority of the school teachers were married (90%) Majority of the school teachers were educational qualification M.E.d (17.5%).Maximum percentage of school teachers were teaching experience (52.5%). Majority of the school teachers had previous knowledge from any previous knowledge (65%) Majority of the school teachers if yes sources knowledge had sources of knowledge internet (55%)18 (45%) school teachers had moderate level of knowledge during pre-test. 22(55%) students had inadequate level of knowledge during pre-test 36 (90%) students had moderate level of knowledge during post-test. 4 (10%) students had adequate level of knowledge during post-test. The overall knowledge mean score during pre-test 10 which is 35% of the total score reveals that the school teachers had less knowledge regarding adolescents' behavioural problem and its management. The overall knowledge mean score during post-test 28.31 which is 83.26% of the total score reveals that the school teachers had significant gain in knowledge regarding adolescents' behavioural problem and its management. There was association between pre-test knowledge score and demographic variables as age, (0.05) level of significance.

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